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ABSTRACT

This report details Glendale Community College's (GCC's) responses to questions concerning the athletic program review standards of the Western State Conference (WSC). Following a profile of GCC's history, mission, service area, feeder high schools, and student demographics, responses to questions related to WSC standards are presented. The questions request information on the following: (1) in-service training of coaches; (2) procedures undertaken in the event of a violation of the state athletic code; (3) the process used to assure that college administrators, athletic directors, coaches, and student athletes adhere to WSC rules and regulations; (4) GCC's statement of philosophy concerning athletics; (5) the procedures used to fill out student and team eligibility reports, tracer reports, and out-of-district student contact records; (6) where and for how long forms are kept, and means of securing them; (7) athletic staff's working knowledge of student athlete recruiting regulations; (8) participation by GCC staff in WSC activities, other than athletic competitions; (9) activities supporting student athlete matriculation; (10) the relationship which the athletic program has with the counseling staff concerning students' academic schedule; (11) programs designed to foster good citizenship; (12) the college's athletic decorum policy, including the campus alcohol and drug policy; (13) GCC's philosophy and level of commitment to the balance in men's and women's athletic programs; (14) college policy for adding and dropping sports; and (15) statistical data on out-of-state and out-of-district athlete recruitment. Appendixes include a copy of the college's mission statement, a copy of the student educational plan, and randomly selected academic transcripts of college athletes for each sport. (JMC)

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GLENDALE COMMUNITY COLLEGE

# Athletic Program Review

**Fall, 1990**

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Glendale Community College

Dr. John A. Davitt
Superintendent/President

BOARD OF TRUSTEES
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Ted W. Tiffany

October 8, 1990

Dr. Aviva Kamin, Commissioner
Western State Conference
812 Sixth Street
Manhattan Beach, CA 90266

Dear Dr. Kamin:

Attached is the report that has been prepared by our staff relative to the operation of our Athletics program and, in particular, the work we are doing to insure that all athletes meet their educational objectives.

The college is committed to maintaining a high level Athletics program that is as competitive as our enrollment and finances will allow. We are also committed to maintaining a wide range of intercollegiate athletics so that as many students as possible have the opportunity to participate. Athletics has always been a vital part of the total college experience offered here at Glendale Community College. We are dedicated to the continuation of this quality program within the rules and regulations of the Western State Conference. We have tried, to the best of our ability, to not only observe the minimum in this regard, but to also go beyond the minimum, so that the college is an example of athletic behavior in the area of intercollegiate athletics.

With this in mind, I instituted an Athletic Advisement Committee involving various staff members to monitor the Athletics program and, in particular, the academic expectations. This is an ongoing committee which instituted a specific Athletic Counseling program and which has brought state recognition to our program. We are determined to utilize all college resources available to insure the continuous success of our students who compete in inter-collegiate athletics.



1500 North Verdugo Road, Glendale, CA 91208-2894 • (818) 240-1000

We are looking forward to the visit of your committee. All of our staff, I know, will offer you the utmost cooperation as we not only are proud to highlight our program but also welcome suggestions to improve it.

Sincerely yours,

John A. Davitt
Superintendent/President

JAD:mvt

cc: Terry Coblentz
Patricia Lienhard
Jim Sartoris
J. Walter Smith

## ORGANIZATION OF THE SELF STUDY

Dr. John A. Davitt, Superintendent/President of Glendale Community College, created the Athletic Advisement Committee during the 1989-90 year. The committee was charged with maintaining an ongoing review of advisement/counseling services for the student athletes and making recommendations in areas of policy and procedure. At its November 30, 1989 meeting, members voted to accept oversight responsibility for the Athletic Program Review.

The committee has broad representation of faculty, administrators, classified staff, and students. Dr. Patricia Lienhard, Vice President, College Services and Committee Chair, made assignments for the program review responses to appropriate committee members. Assignments were based on the Western State Conference worksheets for athletic program review. J. Walter Smith, Dean of Student Activities and WSC Administrative Representative, requested that all Program Review Standards be ready by the end of the school year. Dr. Patricia Lienhard requested that the drafts from various committee members assigned be completed by April, 1990.

The final draft, presented at the October 3, 1990 meeting, was reviewed and approved by the Athletic Advisement Committee. The completed documented was then forwarded to Dr. Aviva Kamin, Commissioner, Western State Conference, 812 6th Street, Manhattan Beach, California, 90266, in preparation of the team's visit in November 1990.

## Athletic Advisement Committee Membership

The members of the Glendale Community College Athletic Advisement Committee are:

| | |
|---|---|
| Dr. Patricia Lienhard, Chair | Vice President, College Services |
| Terry Coblentz | Women's Athletic Director |
| John Cicuto | Head Football Coach |
| Lucy Cook | Classified, Athletics |
| Bart Edelman | Faculty, Language Arts |
| Dr. Allan Grimsby | Dean, Student Services |
| Dr. William Kunze | Counselor |
| Jeffrey Levy | A.S.B., Secretary of Men's Athletics |
| Steve Marsden | Faculty, Mathematics |
| Betty Myers | Classified, Tutorial Services |
| Dr. Gary Parker | Dean, Admission and Records |
| Dr. Joe Puglia | Counselor (on leave 1990-91) |
| Jim Sartoris | Men's Athletic Director |
| Frances Shaw | Division Chair, Technical Education |
| J. Walter Smith | Dean, Student Activities |
| Diane Spangler | Faculty, Physical Education |
| Scot Spicer | Planning and Research Analyst |
| Fred Wells | Research Associate -- Matriculation |
| Ric Williams | Faculty, Social Science |

**Athletic Program Review Assignments**

Responsibility for development of the institution's response to the program review standards was assigned as follows:

| | |
|---|---|
| Transmittal Letter | Dr. John A. Davitt |
| Organization of Self Study | Dr. Patricia Lienhard |
| Institutional Profile | Scot Spicer and Fred Wells |
| Standard One | J. Walter Smith |
| Standard Two | J. Walter Smith |
| Standard Three | Terry Coblentz |
| Standard Four | Jim Sartoris |
| Standard Five | Jim Sartoris |
| Standard Six | Terry Coblentz and Jim Sartoris |
| Standard Seven | Dr. Allan Grimsby |
| Standard Eight | Jim Sartoris |
| Standard Nine | Terry Coblentz |
| Standard Ten | Terry Coblentz and Jim Sartoris |

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## INSTITUTIONAL PROFILE

### History of the College

The Glendale Community College campus is located nine miles north of the heart of downtown Los Angeles in the city of Glendale. Established in 1927, the college initially served the communities represented by the Glendale, La Crescenta, and Tujunga School Districts. In 1929 the college, then known as Glendale Junior College, moved to its first independent facilities on Harvard Street where it remained until 1937.

In 1936 the Glendale Junior College District was dissolved and the operation became part of the Glendale Unified School District. Following this reorganization, the community and the federal Public Works Administration provided funds which made possible the construction of the Administration building at the current Verdugo Avenue location.

The college officially became "Glendale Community College " in 1971, and in 1980 voters approved the separation of the unified and college districts. Since April of 1983 the college has been governed by its own Trustees elected from the community. Dr. John A. Davitt, a twenty-two year veteran of faculty and administrative service, has served as Superintendent/President since June of 1985. A more detailed history of the institution may be found in A History of Glendale Community College (1986) prepared by former faculty member Chester Lynch.

The college is currently undergoing a series of major renovations and additions to its physical plant. One of the lowest ratios of space per student in the state has qualified the college for state funding of these projects. Completion of the San Rafael building -- housing most student services, one large lecture hall, five classrooms, thirty

faculty offices, and six computer classroom-and-laboratory facilities -- marked the first new space for the campus in over fifteen years. A renovated Administration Building with more usable space will be completed for the fall of 1990 just as bids will be solicited for a major remodelling of the Auditorium Building. During spring 1990 the college also moved the operations of its adult education programs into new facilities on Garfield Avenue, south of the main campus. A major expansion project is about to begin for these programs at the site.

The college is fully accredited by the Western Association of Schools and Colleges, and approved under the regulations of the California State Department of Education and the California Community Colleges for the programs offered.

## College Mission

Glendale Community College is a public institution dedicated to serving a changing and increasingly diverse student and community population. The basic role and function of the institution are defined by the Master Plan for higher education in the state of California. In its effort to serve community needs, the college supports a strong transfer program, many occupational programs, personal enrichment opportunities, and noncredit educational opportunities. As agreed to at the time of separation from the unified district, the college is the sole provider of adult education programs in the City of Glendale. The college seeks to further the success of its students in the classroom by providing a full complement of enrollment services, counseling, financial supports, educational assistance, and campus activities. The Board of Trustees has adopted the following statement to express its commitment to providing the community with educational opportunities:

> As a public institution founded to serve the community in a variety of ways, Glendale Community College is dedicated to the education of its students as productive individuals and responsible citizens in a changing

> world. It extends a range of educational opportunities to all who can profit from its offerings. Its students, teachers, and administrators join in the task of developing and improving curricula which will best meet the personal, academic, and vocational needs of each individual. It furnishes both general and specialized education designed to help each student reach the maximum development of his or her full potential. The college subscribes to the principle that each person has worth, integrity, and dignity and that each can grow in the attainment of intellectual curiosity, creativity, appreciations, and moral and spiritual values. Students have the opportunity to explore the humanities, the pure sciences and technology, and various career interests. This philosophy is intrinsic to the development of the purposes and programs of Glendale Community College.

The college actively informs its community that "any California resident possessing a high school diploma or the equivalent" and any other resident "who is over eighteen years of age and who is determined to be capable of profiting from the instruction offered" will be admitted. The college catalog and schedule of classes also contain a copy of the district's non-discrimination policy statement, which specifically affirms that the college is "committed to providing an equal opportunity for admissions, student financing, student support facilities and activities, and employment ... without regard to race, religious creed, color, age, sex, national origin, ancestry, marital status, medical condition, Vietnam Era Veteran, or disability." (A complete copy of the mission statement of the institution can be found as Appendix A of this document.)

**The Community Served**

While the college has traditionally served its local community, the definition of "local" is continually evolving. Current district boundaries include the City of Glendale and a small, unincorporated section of the County of Los Angeles northeast of the city boundaries. During various periods of the last 60 years students from two adjacent areas of what is currently the Los Angeles Community College District -- Sunland/Tujunga to the northwest and the communities of Eagle Rock, Highland Park, and Glassell Park to the south -- have been either part of the college district or legally recognized as having an option for district attendance. These two areas alone are

equal in geographical size to the current district. The college has long had a significant number of students from outside its district boundaries.

The district's current population is estimated to be 180,000, and growing at 1 to 2 percent per year. The population has grown dramatically more diverse over the last ten to twenty years. In 1970 the district was 85 percent Caucasian. While absolutely reliable numbers are not available, it is estimated that the adult population of the district is now less than 60 percent Caucasian, with 16 percent Hispanic, 5 percent Asian, and 15 percent Armenian. Recent immigrants contribute a large portion of the growing population; over 62 percent of the school age population within the district is non-native and/or Limited English Proficient.

Within an arc running from the southeast corner of the district in the City of South Pasadena to the northwest corner of the district and the community of Tujunga, their are another 325,000 people with strong, economic, shopping, and transportation ties to the Glendale area. This area is at least as ethnically diverse as the district. Students within this wider territory may easily choose from several institutions in the area: Los Angeles City College to the south; and Los Angeles Valley and Los Angles Mission Colleges to the west; Pasadena City College to the east; or Glendale Community College.

In 1982 the Los Angeles Community College District unilaterally declared "free flow" which abolished all enrollment limitations for residents of their district to attend other community colleges. At the time about one-quarter of the students at Glendale Community College were non-district residents. Five years later non-district residents represented one-half of all students, a proportion which has been maintained since. Pasadena City College has also experienced considerable growth due to the enrollment of Los Angeles district residents. The flow between Pasadena and Glendale is much smaller, under five percent of each district's enrollment.

Growth in the breadth of residency locations for students at the college was not completely unexpected in the 1980's, many factors contribute to the desirability and convenience of Glendale Community College. Surveys of students and area residents from outside the district have indicated that the college enjoys a very good reputation, with teachers and teaching its strong points when compared to other area institutions. The college is also conveniently located near the intersection of three major freeways serving several million people. Glendale is only exceeded by San Francisco and Los Angeles in the number of financial-services jobs which draw many into the area by day for employment. The 1980 census indicated that two-thirds of the jobs in the City of Glendale were held by local residents, now only one-third or less are held by the local residents. The college regularly has small enrollments of students from Ventura, Riverside, San Bernardino, and Orange counties.

Glendale Community College students transfer to institutions throughout the state and country. The college transfers over 450 students a year just to four major local institutions: California State University Northridge; California State University, Los Angeles; the University of Southern California, and UCLA. The college has active articulation arrangements with Occidental and Woodbury Colleges which are within several miles of campus.

To promote international awareness the college sponsors semester abroad programs in England and France and with a multi-subject, summer program at the college run Baja Field Station (Mexico). Several hundred international students enroll each year, and the college has recently been recruiting in Japan.

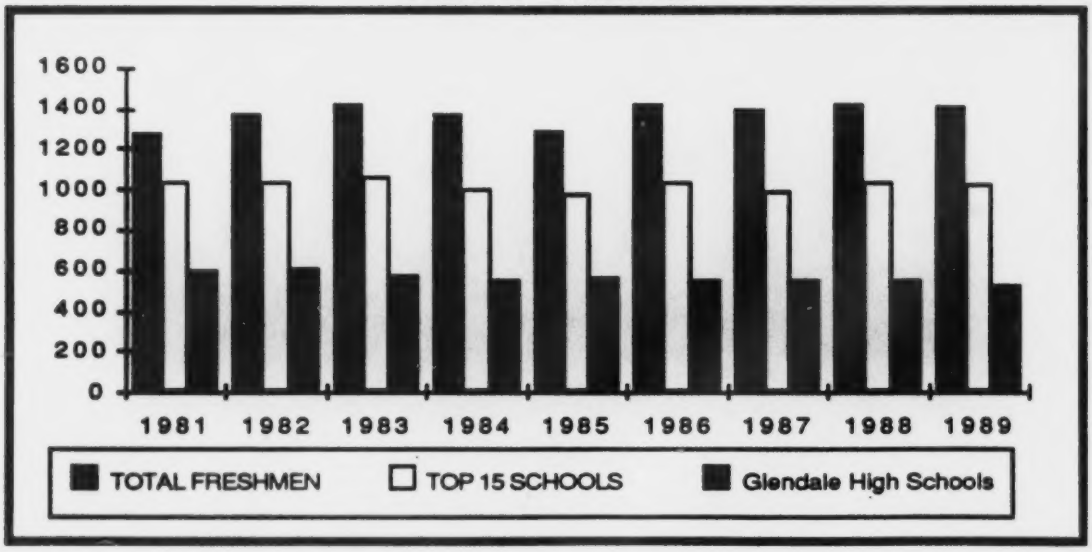
**Feeder High Schools**

The college has long had an active recruitment effort. For more than twenty years the college has offered its suggested assessment testing to high school seniors in the Glendale Unified District on the high school campuses during their spring

semester. The college also has an Extended Opportunity Program and Services unit (EOPS) -- recognized for excellence throughout the state -- which recruits and provides summer orientation programs. The college, as part of the state matriculation mandate, has also made orientation to the college mandatory as of the fall, 1989 semester.

The college's enrollment was 16 percent higher in the fall of 1989 than it was in the fall of 1981 or the fall 1986. While the ethnic mix of students has certainly changed, an equally important change over the last five years has been increasing semester-to-semester retention. The percentage of continuing students in the fall semesters has increased from 64 to 70 percent. The number of new students in the fall semester declined to 30 percent, while the number of traditional freshmen (those individuals graduating the preceding June and enrolling directly at the college in the fall) remained consistent over the entire period of 1981 to 1989 as Chart 1 below shows. About 40 percent of the college's new freshmen each fall come from the three large high schools in the Glendale Unified District; Glendale; Hoover; and Crescenta Valley; about 40 percent of the seniors at these schools will attend either credit on noncredit programs offered by the college immediately following high school graduation.

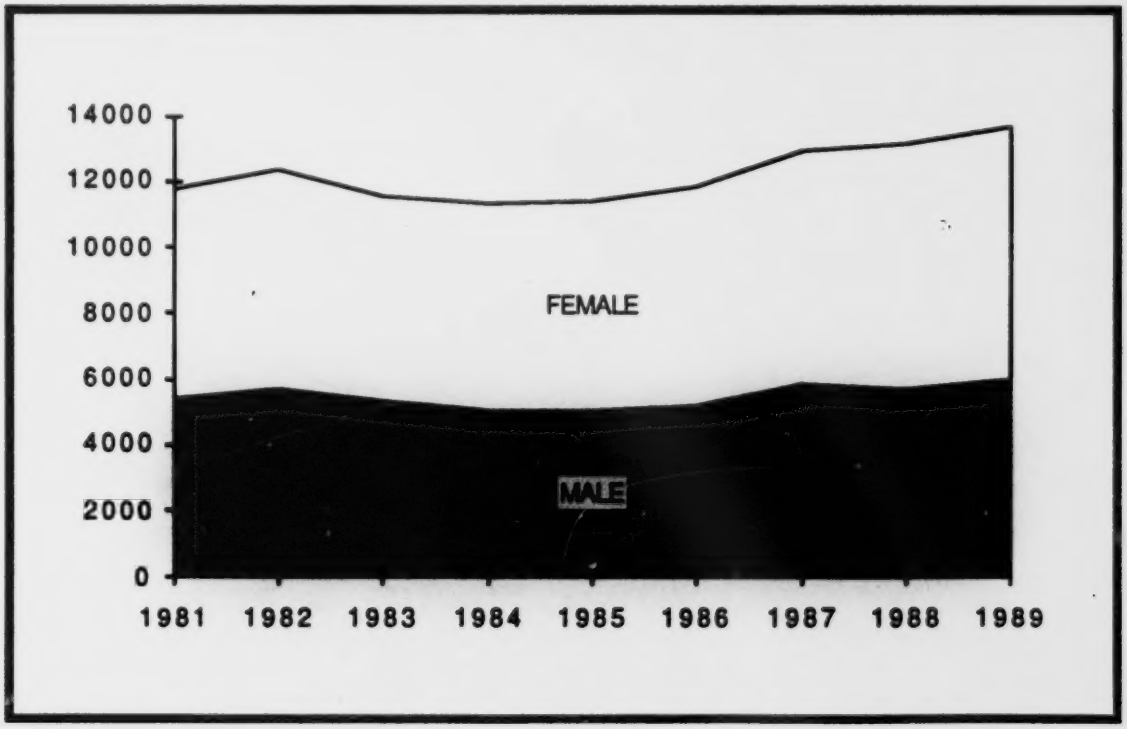
**Chart 1: Freshmen**



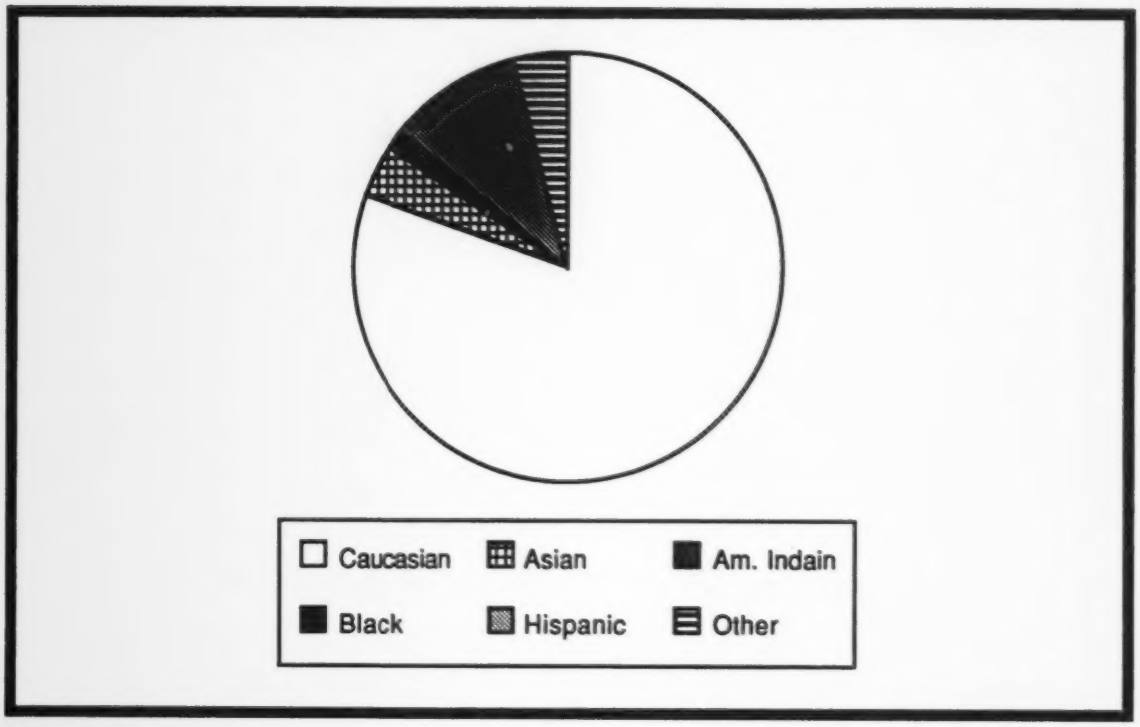
## College Demographics

Along with its surrounding communities, the college has experienced steady growth over the last two decades. Until the late 1970's a majority of the college's students were male, but -- as Chart 2 below shows -- the gender mix of the college has been majority female during the past decade with a slight growth in the predominance of women. But the most dramatic change in the student body over the period has been in its ethnic composition. The charts on the next page compare fall 1976 application ethnicity with spring 1989 ethnicity as determined by the annual student survey. (The college currently collects seven categories of ethnicity on its application, but a new form will be introduced within the next academic year to collect the multiple categories suggested by state MIS guidelines.) Further details on the composition of the student body may be found in Appendix B.

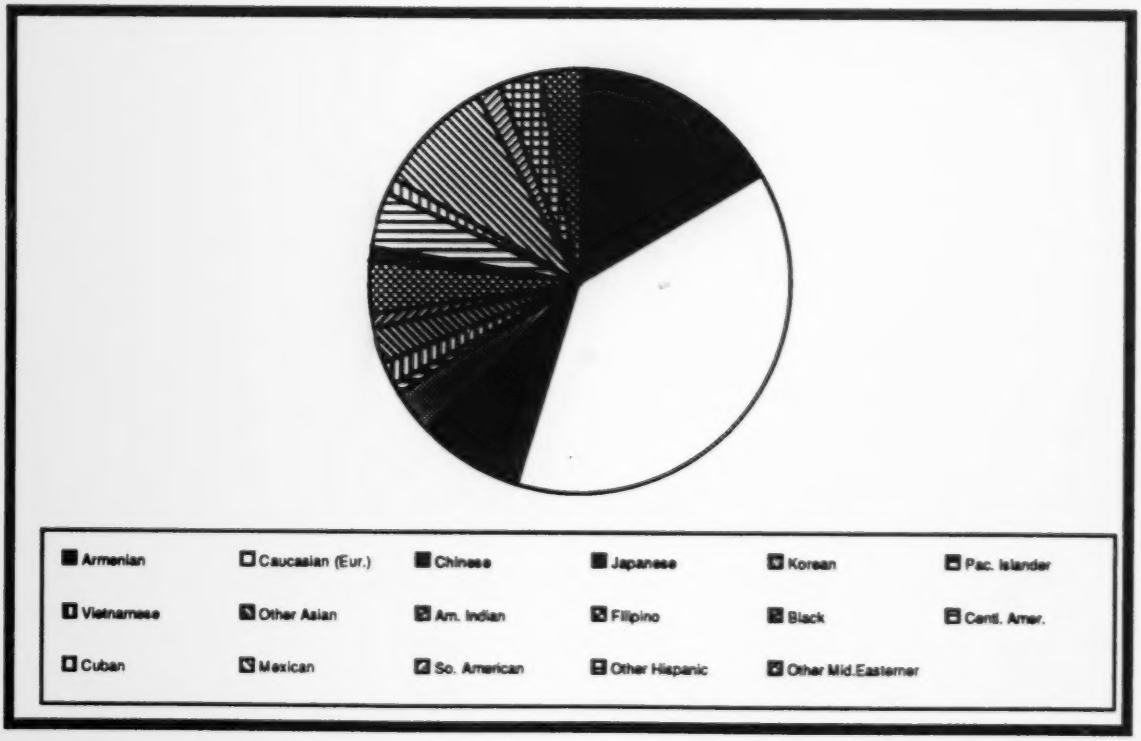
**Chart 2: Population by Gender During the 1980's**



## Chart 3: 1976 Student Ethnicity




## Chart 4: 1989 Student Ethnicity



The Hispanic population at the college is a combination of native English speakers and recent immigrants, representing many cultures. Glendale is one of two Californian cities with a well-established Armenian community. However, in the last ten years a new wave of Armenian immigration from Turkey, Iran, Iraq, and the Soviet Union has changed the face of the local Armenian community. A decade ago the Filipino community was unrecognized within the city, five years ago the Korean group was unknown. Both of these groups are growing rapidly in percentage terms, even if they trail behind the numeric growth of Hispanics and Armenians. Korean's are the fastest growing of all Asian-Pacific groups in Los Angeles County, and are expected to overtake Filipinos in numbers early in the 1990's. In general, the majority of all the Asian heritage groups attending the college have special educational needs associated with their recent immigrant status.

## STANDARD 1

1) In what manner is Form R-2, "Statement of Inservice Training," accomplished on your campus?

2) If it appears that a team at your institution has violated the state athletic code, what type of college process is followed? Outline the process step by step.

### Introduction

Our approach to in-service training starts at the top. While reviewing philosophical matters about the role of student athletes on campus, college president, Dr. John A. Davitt, stresses the importance of inservice training and regulations in his annual meetings with the entire athletic staff. At last spring's meeting, Ted Tiffany, President of the Board of Trustees and Commission on Athletics (COA) member, joined the president and addressed the coaches personally, further highlighting the importance of compliance with state athletic regulations.

### 1) Form R-2: Statement of Inservice Training

Monthly division meetings, along with special meetings as necessary, provide the principle medium for keeping coaches informed of regulation changes and rules decisions. In the event of a significant Western State Conference (WSC) or COA ruling, if a coaches' meeting cannot be scheduled, information bulletins are distributed to the staff by the Administrative Representative and Athletic Directors. All coaches, both part-time and full-time, receive copies of the latest COA Code Book and the WSC Constitution, By-Laws, and sport supplements as they become available.

Our inservice training relies heavily on a working relationship between the WSC Administrative Representative, Athletic Directors, and the coaches. Constant channels of communication are maintained through meetings and individual contacts

to funnel information from the WSC through the Administrative Representative to the Athletic Directors and coaches. Both the Administrative Representative and Athletic Directors work especially hard to meet with new coaches throughout the season.

As a paper documentation of these efforts, the R-2 form is signed by all coaches each spring and kept in the records of the WSC Administrative Representative. The R-1 "Statement of Compliance" form is sent to the COA office in Sacramento during the first week of September each year.

**2) Violations**

Glendale Community College's athletic program has been involved in two violations in the last 4 years: One involving our men's soccer team and the other our women's track team. In the case of men's soccer, the coach mailed promotional fliers to schools outside of the college's district. The Men's Athletic Director quickly sent out letters of retraction and apology. The soccer program received the penalty suggested by college staff to the WSC, and was placed on probation.

The women's track violation occurred when the coach failed to observe that a particular athlete did not appear on the Form 3 Eligibility List and permitted the student to represent the college in competition on one occasion. The college discovered the error during routine end-of-season competition checks and reported it to the conference commissioner. The WSC placed the women's track team on probation for the season. In the case of both violations, the offending coaches admitted overlooking Commission on Athletics and Western State Conference guidelines.

During the probationary periods, the Administrative Representative held regular meetings with the involved coaches and Athletic Directors to discuss and review rules governing the athletic program. Periodically, the campus WSC Administrative Representative sent letters of information to the conference commissioner, keeping her

up to date with the probationary progress and the disciplining of involved coaches.

**Recommendation**

The college needs a formal policy statement which outlines the steps to be taken in the aftermath of an alleged athletics code violation. Such a statement needs to address two elements: (1) How the alleged violation is to be substantiated; and then (2) if a violation is determined, there should be a written procedure for reporting it to the appropriate figures both on and off campus.

## STANDARD 2

1) What process is used to assure the following understand and adhere to the Western State Conference Constitution, By-Laws, rules, regulations, sport supplements, etc.:

- •College administration;
- •Athletic Directors;
- •Coaches;
- •Student Athletes.

### Introduction

Glendale Community College's administration, with the help of the athletic departments, gives direction and meaning to the athletic program. As stated in Standard 1, the college president meets with the athletic staff at least once a year to discuss the college's athletic philosophy and policies. The conference Administrative Representative is a member of the President's Cabinet and shares athletic information with both the president and members of his management team on a regular basis. The Administrative Representative then works with both the Men's and Women's Athletic Directors to carry out the athletic goals of the college. The Athletic Directors serve as a link between administrative personnel and the coaching staff through informal contacts and formal meetings; they handle the orientation and training of all coaching staff.

### 1) Adherence to Western State Conference Regulations

Both Men's and Women's Athletic Directors make an extra effort to insure that all new staff members know and follow established procedure. Last semester, the Men's and Women's Athletic Directors created the Coaches Procedural Handbook. Covering all athletic policies and procedures, the handbook serves as a ready reference to help all coaches -- old and new. In addition to the Coaches Procedural Handbook, the Superintendent/President and the WSC Administrative Representative

host a general coaches meeting at least once a year. Monthly meetings of the physical education division provide a regular forum for the review of both established athletic policies and new procedures. If any major change in policy comes down from the WSC, the Administrative Representative and the Athletic Directors may call for a special all coaches meeting.

Team coaches working with student athletes form the final link in the procedural chain for maintaining athletic regulation at the college. Regular daily contact affords coaches the opportunity of communicating the importance of COA and conference athletic regulations to the student athletes. The college cannot survive in a highly competitive atmosphere without informed and enthusiastic coaches, willing to compete fairly by rules common to all.

**Recommendation**

The most difficult task for the inservice training of athletic staff is the education of new coaches. In addition to Athletic Directors' supervision, it is recommended that a formal mentor program for new coaches be established. An experienced coach would provide guidance during the first year of a new coach's tenure.

## STANDARD THREE

1) Provide your Statement of Philosophy which would affirm and support the Western State Conference's Statement of Philosophy.

### Introduction

Although bits and pieces of an athletic philosophy statement have long existed, a formal statement of institutional athletic philosophy came out of the process to create the Coaches Procedural Handbook. The Athletic Directors worked with existing documents to produce a formalized statement of athletic philosophy in the spring of 1990. This new statement is available to coaches and athletes in both the Coaches Procedural Handbook and in the Student Athlete Handbook.

### 1) Statement of Philosophy

As stated in the Coaches Procedural Handbook (p. 3) and the Student Athlete Handbook (p. 2), the philosophy of athletics at Glendale College is as follows:

"The Glendale Community College Athletic program shall be governed by the Athletic Code of the Western State Conference in conjunction with the Athletic Code of the Community College League of California Commission on Athletics. In addition, the athletic program will:

1. Have as its primary concern the safety and welfare of the students.
2. Be recognized as an extension of the College's total educational program.
3. Be characterized by the highest levels of professional instruction and supervision.
4. Provide opportunities for individual growth and development.

5. Provide equal opportunity to all members of the college community.
6. Insure an opportunity to achieve excellence.
7. Maximize opportunities for participation by the maximum number of students.
8. Aspire to achieve and maintain high levels of athletic performance, within a moral and ethical framework.
9. Have its many parts work cooperatively toward a single goal. Coaches and athletes from all sports are expected to support the efforts of their peers and colleagues.
10. Provide the best possible equipment and facilities.
11. Involve community, parents, faculty, friends, and other students, as well as the coaches and athletes themselves.
12. Strive to make each student's athletic experience a positive, healthful, and enjoyable part of his college matriculation."

**Recommendations**

It is recommended that the Athletic Directors bring both the Coaches Procedural Handbook and the Student Athlete Handbook before the spring meetings with the college president and the entire athletic staff for review on an annual basis. This process will allow for necessary changes and help to involve the entire athletic staff in the process of reviewing the statement of athletic philosophy.

Upon receipt, modification, and acceptance of the two handbooks by the Physical Education Divisions in spring of 1991, the philosophy and procedure sections should be forwarded to the campus' Student Affairs Committee for formal acceptance into college policy.

## STANDARD FOUR

1) List, step by step, the procedures used to fill out the following forms, and who is involved in each step.

   A) Form 1 -- Student Eligibility Report
   B) Form 2 -- Tracer Report
   C) Form 3 -- Census/Participation Team Eligibility Report
   D) Form C -- Out-of-District Student Contact Record

2) Where are Form 1's and Form 3's kept? How long are they kept? Are they secured?

### Introduction

The office of the Dean of Student Activities serves as the central nervous system for all paper work required by the Commission on Athletics (COA) and Western State Conference (WSC) on athletic eligibility. Papers are processed at several levels, but they must ultimately pass through the Student Activities office. The procedures outlined here grew out of established policies dating back over a 30 year association with the Western State Conference. As an original charter member of the conference, the college established the basic structure of a paper trail way back in 1951. J. Walter Smith, Dean of Student Activities, has served as Administrative Representative to the WSC -- directly overseeing the eligibility process -- during the entire history of the Western State Conference. Dean Smith has insured consistency in our program over time. Whenever new forms or procedures have been requested, the athletic staff has incorporated them into the existing system.

### 1a) Form 1 -- Student Eligibility Report

The college views the "Student Eligibility Report" (Form 1) as the foundation of its compliance with the eligibility process. Each team's head coach requires student athletes to complete this form well before the start of competition. The forms must be

completely filled out with special emphasis placed on the sections where students account for their time out of high school and their attendance at other colleges. Once the head coach has checked the Form 1 for accuracy and completeness, he or she signs the form and passes it on to the appropriate Athletic Director. The Athletic Director checks the form again for accuracy and completeness and makes sure that appropriate tracer forms are attached, if necessary, before the form is signed and passed on to the office of the Dean of Student Activities.

The Dean of Student Activities and his staff then validate all information as to enrollment, units passed, G.P.A., transcript verification, etc. The office of the Dean of Student Activities provides each coach and Athletic Director with continually updated rosters of those who are declared eligible and those who lack documentation, units, or anything else that prohibits them from being declared eligible. About one week before competition begins, all Form 1's must be in so the team eligibility report can be prepared and sent to conference schools and the WSC Commissioner.

**1b) Form 2 -- Tracer Report**

Any student who indicates on their Student Eligibility Report that they have attended another college after high school must complete a Form 2 -- the "Tracer Report". The office of the Dean of Student Activities must have transcripts from all other institutions before these transfer students can be declared eligible. Each head coach is instructed to send the Form 2 out to the colleges as soon as possible to ensure its prompt return. We prefer that the tracer forms be returned to the Athletic Director so they may be attached to the individual's Student Eligibility Report before going on to the WSC Administrative Representative. Occasionally, when a Form 2 has not been returned in a timely manner, or has been sent out late, a request is made for the responding individual to forward the completed form directly to the office of the campus' WSC Administrative Representative.

All Form 2's sent to other colleges go out with a short letter requesting the student's transcripts and academic histories. Any returned Form 2 that indicates past participation in a sport triggers the need for further documentation to ensure compliance with eligibility rules pertaining to a second season of competition. Often, the office of the Dean of Student Activities must speed up the process and call for a verbal verification of information requested on the Tracer Reports. In cases where verbal confirmation is not established and the Tracer Forms do not come back, student athletes are unable to participate in competition.

### 1c) Form 3 -- Census/Participation Team Eligibility Report

The WSC Administrative Representative, after reviewing all eligibility paperwork, prepares the "Census/Participation Team Eligibility Report" (Form 3) for each sport. This form is then sent to the WSC Commissioner's office before the first contest of that sport. On campus, copies are distributed to head coaches and Athletic Directors who verify the accuracy of the reports. Only students whose names appear on this form are eligible to compete.

In the aftermath of the women's track violation -- when an ineligible athlete managed to compete -- the college instituted two additional procedures: 1) Men's athletics, displays copies of all Form 3's in a prominent area with signs indicating that only students whose names appear on these lists are eligible to compete that day; students must then look for their names on the list and report to their coach if it is not there. Women's athletics staff post a list of the names of eligible student athletes for each sport. 2) Both men's and women's athletics send copies of all Form 3's to the equipment managers, who check the eligible names against all students who have been issued clothing or equipment; they report any inconsistencies to the Athletic Directors. Ultimately, of course, the head coach must enforce compliance with eligibility requirements.

Form 3's in each sport are sent to the Conference Commissioner and the other conference schools at the beginning and end of each season. In addition, the WSC Administrative Representative sends Form 3's to the Conference Commissioner at the first and second census dates.

### 1d) Form C -- Out of District Student Contact Record

Any student who resides outside the Glendale Community College District is required to complete the "Out of District Student Contact Record" (Form C). All coaches are required to have out-of-district students who contact them complete a Form C immediately. All Form C's are kept on file by the coach until it is attached to the individual's completed Student Eligibility Report and passed along to the Athletic Director. Any Form 1 which indicates an out-of-district residence which is not accompanied by a Form C is returned to the coach by the Athletic Director with instructions that the student will not be eligible for competition until a Form C is on file.

In addition to the Form C, the college now requires each coach to keep an Out-of-District Student First Contact Log. Dates, times, and types of contacts are logged so that student contacts can be verified should questions arise as to how any particular out-of-district student first contacted the college staff.

### 2) Location and Security of Permanent Files

All forms pertaining to eligibility are kept in the office of the WSC Administration Representative, the Dean of Student Activities. The entire history of WSC participation is kept in the Dean's office, with only the Dean and his secretary having access to the locked files. These files have been kept consistently since the college entered the Western State Conference.

## Recommendations

It is recommended that both men's and women's athletics post a list of the names of all eligible athletes. Posting the Form 3 eligibility reports on the locker room walls so athletes can see them is a good idea but may breach student privacy rules. A list does serve as a check to make sure only eligible athletes participate and at the same time protect the privacy rights of student athletes.

It is recommended that the position of secretary in the office of the Dean of Student Activities be reviewed for possible reclassification into a confidential position. Such action would better equate the responsibility and sensitivity of the work with the assignment.

## Recommendation for COA Action

The current COA Form 2 -- Tracer Report -- fails to clearly specify a request for student transcripts. As a result, many colleges send back the Tracer Report without transcripts. It is recommended that the COA modify the Form 2 to clearly state that the student is releasing his or her college transcripts.

## STANDARD FIVE

1) List the activities which occur to substantiate that the athletic staff and other affiliated personnel have a working knowledge of student athlete recruiting regulations. List the personnel involved in each activity.

### Introduction

Glendale Community College is committed to making sure that all staff observe the rules and regulations governing student athlete recruiting. The college has a very small district, surrounded by the much larger Pasadena Area and Los Angeles Community College Districts, and as a result over 50 percent of our students are non-district residents. Given the large free flow between districts, the college is proud of its reputation for compliance with recruiting regulations.

### 1) Dissemination of Recruiting Regulations

All coaches meet yearly with both the Superintendent/President of the college and WSC Administrative Representative to discuss the state code. Considerable attention is given to Chapter 7 regulations which are provided to each coach annually. When appropriate, regulations are discussed during monthly division meetings. In addition, recruiting regulations are stressed at the general staff meetings each spring. The Coaches Procedural Handbook specifically reinforces these discussions on recruiting guidelines.

After the recruiting violation involving the men's soccer team in spring 1988, our athletics departments boosted efforts to clarify recruiting regulations. In an effort to clarify the limits of athletic recruitment, Athletic Directors distribute a synopsis of Chapter 7 regulations periodically to all staff. Athletic Directors spend extra time going over recruiting regulations with new and part-time coaches.

The large number of out-of-district athletes has increased the need for care in the area of "first contacts". Both men's and women's athletic departments have instituted policies which go beyond the state code in documenting any out-of-district first contacts. All coaches are required to keep a running log which documents the date and type of first contact with any out-of-district student. On the occasion of the first contact by an out-of-district student, he or she is required to complete a Form C. The coach then keeps the Form C until it is attached to the student's Form 1 and forwarded to the Athletic Director and then on to the office of Dean of Student Activities.

The Athletic Directors, under the direction of the WSC Administrative Representative, monitor all recruiting activities, check all recruiting logs, and communicate with all personnel in matters concerning recruiting. They meet with coaches and other athletic personnel continually to assure compliance with recruiting regulations. In addition, coaches are expected to follow rules and attend meetings where recruitment of athletes is discussed.

## STANDARD SIX

1) List the participation by members of your institution in Western State Conference activities, other than athletic competition, and list which college members have participated in these activities.

### Introduction

Glendale Community College is fortunate to have a seasoned, full-time coaching staff who are active in both WSC and other professional organizations. The experience and participation insures programs of the highest quality.

### 1a) Men's Athletics Program

The men's athletic program attempts to stay very active in allied organizations. The following is a brief description of the our staff's participation in professional organizations.

**Jim Sartoris**: Men's Athletic Director -- 6 years;
Men's Physical Education Division Chairperson -- 6 years;
Assistant Football Coach;
Instructor of Physical Education -- 22 years.

Western State Conference Participation:
- •Attends all Committee On Athletics meetings
- •Attends all Western State Conference meetings
- •Soccer Representative of Western State Conference

Member of:
- •Athletic Directors Association
- •California Community College Football Coaches Association (and past-President)
- •State Community College Organization of Physical Educators

**Brian Beauchemin**: Head Basketball Coach -- 12 years;
Instructor of Physical Education -- 12 years.

Member of:
- Southern California Basketball Coaches Association
- National Basketball Coaches Association

**John Cicuto**: Head Football Coach -- 2 years;
Director of tutoring for football team;
Instructor of Physical Education -- 15 years.

Western State Conference Participation:
- Western State Conference Representative.

Member of:
- Board of Directors, California Community College Football Coaches Association;
- Athletic Advisement Committee of Glendale College.
- California Community College Football Coaches Association

**Steve Coots**: Head Baseball Coach -- 14 years;
Instructor of Physical Education -- 14 years.

Western State Conference Participation:
- Baseball Coaches Representative.

Member of:
- Western State Conference Baseball Coaches Association;
- California Community College Baseball Coaches Association;
- American Baseball Coaches Association;
- State Community College Organization of Physical Educators.

**Joe Agoston**: Head Soccer Coach -- 5 years;
United States Soccer Federation -- License "A:"

Member of:
- United States Soccer Federation;
- National Soccer Coaches Association.

**Tom McMurray**: Head Track and Field Coach -- 11 years;
Instructor of Physical Education -- 13 years.

Western State Conference Participation:
- Representative for Track & Field to the Southern California Rules Committee.

Member of:
- Men's Athletic Department Representative for the Glendale Community College Registration Committee.
- California Track & Field Coaches Association

**Bob Donaghy**: Head Tennis Coach -- 12 years;
Instructor of Physical Education -- 6 years full-time.

Member of:
- California Community College Tennis Coaches Association.

## 1b) Women's Athletics Program

The women's athletic program attempts to stay very active in allied organizations. The following is a brief description of the our staff's participation in professional organizations.

**Terry Coblentz**: Women's Athletic Director -- 8 years;
Women's Physical Education Division Chairperson - 2 years;
Women's Tennis Coach - 8 years;
Associate Professor of Physical Education.

Western State Conference Participation:
- Attends all conference meetings;
- Conference Administrative Representative to Track and Field Coaches;
- Conference Administrative Representative to Cross Country Coaches;
- Supremacy Award Committee;
- Attend COA meetings;
- WSC Representative to the California Community College Tennis Coaches Association.

Member of:

- •Western Society for Physical Education of College Women --14 years, Executive Board -- 6 years;
- •State Community College Organization of Physical Educators;
- •California Community College Athletic Directors Association;
- •California Community College Association of Academic Advisors for Athletics;
- •California Association for Health, Physical Education, Recreation, and Dance;
- •Southern California Volleyball Officials Association,
  - -Area instructor for the San Gabriel Unit - 3 years
  - -High School Official;
- •California Community College Tennis Coaches Association;
- •Cal Poly Workshop Staff;
- •Cal Poly Workshop Instructor.

**Dianne Spangler**: Head Volleyball Coach -- 12 years;
Instructor of Physical Education -- 12 years.

Western State Conference Participation:

- •Attends all Volleyball Coaches Meetings.

Member of:

- •California Community College Volleyball Coaches Association;
- •American Volleyball Coaches Association;
- •United States Volleyball Association;
- •Current National Champion -- Women's Masters Division.

**Jon Gold**: Women's Track and Field Head Coach -- 5 years;
Cross Country Head Coach -- 5 years;
Instructor of Physical Education -- 1 year fulltime, 4 years parttime.

Western State Conference Participation:

- •Attends all Track and Cross Country Coaches Meetings.

**Kathy Pudelko**: Women's Basketball Coach (new for 90-91);
Instructor of Physical Education -- new, part-time.

## STANDARD SEVEN

1) List activities directed toward supporting the concept of student athlete matriculation. Attach any documents to substantiate the activities.

2) Attach student transcripts to this standard. Attach at least one student transcript per intercollegiate athletic team. Transcripts should be selected randomly.

3) Describe services and/or interaction the athletic program has with the counseling area in terms of planning the students academic schedule.

### Introduction

Since 1986, Glendale Community College has been committed to offering all entering and continuing students the full array of matriculation services as identified in AB 3 (the Seymour-Campbell Matriculation Act) and in Title 5 of the California Administrative Code. The services provided under the broad heading of matriculation include: Admissions; new student orientation; assessment; academic advisement and counseling (including the preparation of a Student Educational Plan); and follow-up counseling. Using this framework, certain modifications have been made to the process to assure that student athletes receive the basic counseling and other support services required to assist them in achieving their goal(s). Listed below are the specific steps required of the student athlete as a matriculating student at the college.

### 1) Matriculation Steps

1. Application: All incoming students, whether first-time college attendees, or transfer students, must complete the standard application for admissions. The admissions application provides basic demographic information on the student and also assists the college in identifying the specific educational and support needs required by the student.

2. Orientation: Modifications to the New Student Orientation Program have been made to assure that each new student athlete is provided with important information regarding the college and requirements to maintain their "good standing" as a student athlete. These orientations, which are conducted by the student-athlete academic counselor and members of the college's coaching staff, are offered during the summer, or during the semester prior to the student's first competition.

   The orientation, which is at least 8 hours long, focuses on college policies, procedures, and academic planning and serves to identify the various academic and student support services available to the student. In addition, students receive a copy of the Glendale Community College Student Athlete Handbook. The Athletic Director or coach(es) use this material to inform the student athlete of his/her responsibilities during their years at the college.

3. Assessment: The college has a long history of student assessment for purposes of placement in appropriate classes. The assessment battery commonly includes placement tests in the areas of English, reading, Mathematics and study skills. In addition, English as a Second Language assessment is standard for those students who are not proficient in spoken and written English. All test results are computerized to ensure that the data is available to the counselor when he or she is working with the student athlete.

4. Academic Advisement: The heart of the academic advisement process is the completion of the Student Educational Plan, the "SEP" (See Appendix C). A multi-semester educational plan, the SEP identifies courses the student athlete will have to complete to achieve his or her educational objective. The plan also provides the opportunity to specifically identify support services (e.g., tutorial

services, financial aid, other remedial services, etc.) that the student may wish to take advantage of. The counselor also assesses the student's athletic eligibility based upon applicable local conference, NCAA, NAIA and other regulations. Particular attention is placed on determining whether the student athlete is a "qualifier" or "non-qualifier" per NCAA regulations. The SEP may be modified at the request of the student athlete when his or her educational goals change.

In addition to the completion of the Student Educational Plan, academic advisement also involves at least one additional meeting, each semester, with the student-athlete's counselor. At this meeting, the counselor will customarily discuss the student's educational progress and assist him or her in identifying the classes to be taken during the next academic term. More frequent meetings between the student athlete and the counselor may be required, particularly if the student athlete is experiencing academic difficulty, personal problems, or simply feels a need to meet with the counselor.

5. Student Follow-up: Monitoring of a student-athlete's progress during the course of his or her educational program is essential to the individual's eventual success. Instructors must complete a mid-semester report indicating the student's progress to date for all student athletes. In addition, the counselor may arrange a meeting with the instructor(s) and the student athlete, to determine if additional services (e.g., tutoring, basic skills remediation, etc.,) may be of benefit to the student.

Follow-up of student progress also involves routine checking of the student athlete's grades at the end of an academic term and allows the counselor to determine the overall progress the student athlete has made toward his/her educational goal (e.g., A.A./A.S. degree, certificate, proposed transfer to a four-year college or university, etc.). If the counselor notes that the student is deficient in the completion of required units, is not taking the

appropriate classes, or has an excessive number of withdrawals or incompletes, the counselor will contact the student athlete to discuss the situation and try to resolve any problems.

Throughout the entire process of student athlete matriculation, counselors work closely with coaches. There are two desirable outcomes which arise out of this close working relationship between athletic and counseling staffs. First, working as a team the coach and the counselor can frequently identify a student who might be experiencing academic or other difficulties and intervene in a timely fashion, thus reducing the probability that the student will experience academic failure. In addition, the coach is oftentimes seen as a role model for the student athlete. The coach may use this desirable relationship, in consultation with the counselor, to assist the student athlete in the development of skills and behaviors required to succeed within the academic world, as well as on the athletic field.

**2) Student Transcripts**

The transcript of a randomly selected student from each sport has been attached to this report as Appendix D.

**3) Athletic and Counseling Staff Interaction**

Academic counseling and educational planning is, primarily, the responsibility of Academic Counselors. A student athlete is, as a matter of policy, provided the opportunity to utilize the services of any counselor on staff. However, the vast majority of student athletes work with a designated athletic counselor(s) allowing for an effective communication among the counselor, student, and athletic staff.

The respective roles of the counselor as academic advisor, coach, and student athlete are identified in the Student Athlete Handbook (p. 28-29). These complementary roles are discussed with each student athlete during their orientations and reinforced through individual contacts.

Role of the Academic Advisor

1. The daily management and conduct of the athletic advisement program.
2. To serve as liaison between the athletic department and other student services.
3. The advising of all athletes relative to educational programs, Glendale Community College graduation requirements, University of California, California State University and private college and university transfer requirements.
4. The development of the Student Educational Plan for each student athlete.
5. The advising of all student athletes concerning NCAA/NAIA transfer regulations and the Commission on Athletics eligibility.
6. The advisement of all student athletes relative to professional and/or career counseling.
7. To insure that the student athlete follows the matriculation process established by the college.

Role of the Coach

1. Continually stress the importance and value of being an active participant in the academic support program for student athletes.
2. Distribute and collect all grade checks.
3. Actively enforce policies on class attendance and counseling appointments.
4. Be actively involved in and support the matriculation process for each student athlete.

Role of the Student Athlete

1. All student athletes meet individually with the academic advisor at least once per semester. These meetings are for the purposes of academic counseling and scheduling of classes.
2. All student athletes receive one grade check during the semester. It is the responsibility of the athlete to secure progress grades from each instructor. A student athlete who is receiving a grade of D or F in any class, is referred to the Academic Counselor.
3. Attend all classes on a regular basis.
4. Study and make every attempt to earn at least a C grade in every class.
5. Consult with the academic advisor before dropping a class.
6. Make progress toward their educational goal.
7. Maintain active enrollment in 12 or more units during seasons of participation.
8. Earn 24 units or C or better between seasons of participation.
9. Register for at least 9 academic units per semester.

## STANDARD EIGHT

1) List programs designed to foster good citizenship. Attach any documents to substantiate the programs listed.

2) What is college's athletic decorum policy?

### Introduction

Our athletic programs enjoy a very positive standing on the campus and in the community. Each athlete is continually reminded of the unique nature of the athlete in our society. As an integral part of campus life at the college, athletes maintain a high profile and are expected to conduct themselves in a positive manner at all times. These student athletes are under a lot of pressure to perform in the classroom and on the field throughout the school year. In order to relieve stress and assure each athlete's personal decorum and respect for others, Glendale coaches maintain a working relationship with their athletes.

### 1) Good Citizenship

The office of the Dean of Student Activities has worked consistently with the Athletic Directors and coaches to involve student athletes in campus life. Both men's and women's athletics are represented by the Secretaries of Men's and Women's Athletics on the Associated Students Body legislative council (ASB). These student representatives serve as liaisons between the ASB and the athletics department. The athletic representatives perform an important function as the ASB contributes 40 percent of the athletic budget for supplies, meals, fees, and awards. These student representatives are also in charge of communicating schedules of competition and up-and-coming events to the ASB and the student body in general.

Student athletes maintain a high profile on campus. The Dean of Student Activities has had as a regular policy the seeking of volunteer student athletes for work

on various projects around campus. For example, each semester student athletes have volunteered to help clean up the campus -- picking up garbage, bagging leaves, and sweeping walk-ways. In spring 1988, football and track team members provided labor for sodding the athletic field and saved the college an estimated $20,000. Student athletes also do other projects around campus -- helping out at the bookstore in the beginning of the semester, in the parking lots during crowded events, and at athletic events throughout the year.

**2) Decorum Policy**

The rapport between coach and student athlete lies at the core of Glendale's decorum policy. At the beginning of each season, coaches go over the "Decorum Policy" found in the Student Athlete Handbook (p. 19-20). The handbook clearly states our expectations of the student athletes. Coaches then discuss decorum and good citizenship with the athletes in an effort to stress their importance. The Decorum Policy is also posted in locker rooms and offices in men's and women's athletics to serve as a reminder to our student athletes on a daily basis. If problems arise during the season, coaches work on a team and individual basis to stress the importance of decorum and good citizenship.

The Decorum Policy for student athletes reads:

1. Conduct themselves with "class" at all times.
2. Exhibit good sportsmanship on the field, track, court, or whenever representing Glendale College.
3. Be good citizens off the field.
4. Respect teammates and coaches, using the Golden Rule, -- "Treat others as you would want to be treated."
5. Conduct themselves in a positive way on campus as they interact with the rest of the student body, faculty, and staff of Glendale College.

6. Never abuse their bodies or minds with drugs, steroids, or immoderate use of alcohol and follow the guidelines of the Glendale College Athletic Program Substance Abuse Policy.

Student athletes at the college must conduct themselves in a manner which reflects positively on their college, team, coaches, teammates, and themselves. Participation in the athletic programs at the college is not a right, but a privilege extended to those who meet, and continue to strive to meet, the standards for a "Vaquero Athlete".

**What is "Class"?**

The athletics department has developed a statement on "class" to help student athletes understand how they should behave as a member of a team. What is class? Class is respect for others. It is deep and genuine respect for every human being, regardless of his or her status in life. Class is having manners. It is always saying please and thank you. It is complimenting people for any and every task that is well done. It is treating every other person as you want them to treat you in similar situations. Class is never making an excuse for your own shortcomings. It is always helping the other person to bounce back from mistakes. Class never brags or boasts about one's own accomplishments and it never tears down or diminishes the achievements of another person. Class does not depend on money, status, success, or ancestry. If you have class, everyone will know it and you will have self-respect.

Class is sportsmanship. It is playing by the rules at all times. It is showing respect for your opponents and for officials. It is shaking your opponent's hand after a contest -- win or lose -- and giving him or her credit for his or her efforts. Class is never "showing up" your opponent by "hot dogging" or "cheap talk". Class is playing every play hard and expecting your opponent to play hard also. Class is being humble and gracious in victory and congratulatory in defeat. Class is being loyal to your teammates and coaches in both adversity and glory.

**Campus Alcohol and Drug Policy**

The Student Athlete Handbook contains the substance abuse policy statement developed by the athletic programs (see p. 17-18). Various methods are used to reinforce student athlete awareness and avoidance of drugs and alcohol. Counselors specifically cover the substance abuse policies during orientations for student athletes. Many student athletes also get an overview of the problems arising from drug and alcohol use in the Health 104 class, a requirement for graduation. Periodically, the athletic departments and the Associated Student Body sponsor workshops and lectures on substance abuse; a workshop is scheduled for fall of 1990. Past events have included a talk on drug abuse given by a former player for the Los Angeles Raiders.

Superintendent/President Dr. John A. Davitt set up an ad-hoc committee on substance abuse during 1989-90 to review and develop campus policies related to the federal mandates for a drug-free environment. The Board of Trustees is expected to consider for adoption a policy statement on substance abuse during the fall of 1990. This policy will be clearly publicized on campus and reviewed with faculty, staff, and students in accordance with new federal regulations.

Both the Men's and Women's Athletic Directors serve on the campus ad-hoc committee on substance abuse. After the board adopts a collegewide policy, the Athletic Directors will review the existing student-athlete policy on substance abuse with their respective departments and make appropriate changes.

## STANDARD NINE

1. State the college's philosophy and level of commitment to the balance in men's and women's athletic programs and opportunities.

2. What is your college's philosophy for adding and dropping sports? What criteria is used when adding or dropping sports?

### Introduction

The two athletic programs strive for balance and consistency with each other. Each department is headed by an Athletic Director with similar budgetary and facility responsibilities. Additional responsibilities of each Athletic Director include: 1) acting as chair of their respective physical education divisions; 2) coaching; 3) teaching duties in the health and physical education departments. Each Athletic Director receives a stipend at the completion of the fall and spring competitive seasons.

### 1) Program Commitment

There are seven competitive sport opportunities available for men and five competitive sport offerings for women. Men may compete in football, soccer, track and field, basketball, cross country, tennis or baseball. Women may compete in basketball, cross country, tennis, track, and volleyball.

All of the men's sports have full-time head coaches. The football program has two full-time assistant coaches. The men's basketball and baseball programs each have one part-time assistant coach. Cross country and tennis do not have any assistant coaches. The two part-time assistant coaches with the track program are shared by the men's and women's programs.

The women's program has three full-time coaches, one for tennis, one for volleyball, and one handling cross country and track. Basketball is coached by an hourly instructor who also has other instructional responsibilities in the Physical Education Division. Women's basketball and volleyball each have an assistant coach.

Facilities on campus are shared equally by all teams. In keeping with the times, the college changed the names of its gyms in 1983: The Men's Gym became simply South Gym while the Women's Gym was renamed North Gym. Changing names, however, did not resolve the shortage of space. The two Athletic Directors work together to ensure that the limited facilities are used fairly. Gym time is at a premium. One gym is used by three competitive teams, a very busy physical education program, and community services. The rule of thumb is the team competing in season has priority. So, both basketball programs give way to the volleyball program until the end of its season.

This tight use of space spills out onto the athletic field as well. Use of the track area is at capacity. Both men's football and soccer teams share the track area during the fall semester with a very full activity program. During the spring semester, both track teams work together in the afternoon. Over on the tennis courts, men's and women's tennis teams share the courts with a large instructional program and the El Vaquero Tennis Club, an organization sponsored by the Glendale Community College Foundation. The courts are scheduled from the early morning to late in the evening every day.

Stipends for the coaches are negotiated by the collective bargaining unit on campus. The administration and Guild have addressed imbalances in the salaries between men's and women's coaches. In the fall of 1990, the women's head volleyball coach's stipend was increased to the level of the other head coaches for women's sports. A further view of the women's track and basketball coaches' stipends relative to the men's teams is underway.

The college is lacking in some areas of equity between the men's and women's programs. The women's program is working toward a full-time head coach for basketball but no timeline has been established. There have been some positive steps; the college added a full-time women's cross country/track coach in fall 1989.

### 2) Adding and Dropping of Sports

Unfortunately, campus size and the availability of facilities are the prime determinants for adding and dropping sports. Our recent history includes the addition and subsequent deletion of women's softball for the spring of 1982. The spring of 1982 also saw the dropping of men's golf and wrestling. The president of the college at the time dictated these actions.

Primarily, the addition of any sport is dependent on the facilities available, the money both the Associated Student Body and the district can release, the needs of the student body, and the offerings of our feeder high schools.

### Recommendations

While the college has promoted the notion of gender equity in its athletic program, no formal statement of philosophy exists. It is recommended that the Athletic Directors and WSC Administrative Representative develop a policy statement about the balance between men's and women's athletics and following division acceptance, forward the statement to the campus' Student Affairs Committee for establishment as college policy.

Likewise, a policy and criteria statement for adding and dropping competitive sports should be developed and adopted through college governance.

## STANDARD TEN

1) Compile a statistical report and indicate the following:

   A. Beginning number of participants.
   B. Of (A), amount of out-of-district athletes in both numbers and percentages.
   C. Of (A), amount of out-of-state athletes in both numbers and percentages.
   D. Of those out-of-district athletes, state how first contact was made.
   E. Of those out-of-state athletes, indicate how first contact was made.

2) Of all the college's athletic teams, indicate which teams had more than 10% of the athletes from out of district and out of the state. State what impact, negative or positive, this has on that athletic teams program.

### Introduction

The Glendale Community College District is a small one surrounded by the larger Pasadena Area and Los Angeles Community College Districts. While over 50 percent of all students come from outside of the district, fully 55 percent of the 18 to 21 year olds -- those most likely to compete in intercollegiate athletics -- are non-district residents. As shown in the table on the next page, out-of-district participation on the athletic teams ranges from a low of 50 percent for women's volleyball to a high of 76 percent for men's basketball. All teams have more than 10 percent of their athletes coming from outside the district.

## 1) Team Participation

| MEN'S 1989-90 SEASONS | BEGINNING NUMBER OF PARTICIPANTS | NUMBER & PERCENT OUT-OF-DISTRICT ATHLETES | NUMBER & PERCENT OUT-OF-STATE ATHLETES | HOW WAS FIRST CONTACT MADE WITH OUT-OF-DISTRICT ATHLETE? | HOW WAS FIRST CONTACT MADE WITH OUT-OF-STATE ATHLETE |
|---|---|---|---|---|---|
| BASEBALL | 29 | 21 - 72% | 0 - 0% | Students and/or coaches contacted coach with phone calls or drop-ins. | |
| BASKETBALL | 17 | 13 - 76% | 1 - 5% | | Student contacted coach after enrolling. |
| CROSS COUNTRY | 17 | 12 - 70% | 0 - 0% | | |
| FOOTBALL | 89 | 65 - 73% | 7 - 7% | | FOOTBALL: 6 students moved into the area and then contacted coach. One student called from Florida and then moved here in 1987. |
| SOCCER | 28 | 16 - 57% | 4 - 14% | | |
| TENNIS | 12 | 7 - 58% | 2 - 17% | | |
| TRACK & FIELD | 38 | 22 - 57% | 0 - 0% | | SOCCER: Students enrolled as international students, and then contacted coach. |
| TOTAL | 230 | 156 - 68% | 15 - 7% | | TENNIS: Both students moved into are and then contacted coach. |

| WOMEN'S 1989-90 SEASONS | BEGINNING NUMBER OF PARTICIPANTS | NUMBER & PERCENT OUT-OF-DISTRICT ATHLETES | NUMBER & PERCENT OUT-OF-STATE ATHLETES | | |
|---|---|---|---|---|---|
| BASKETBALL | 12 | 7 - 58% | 1 - 8% | -Unknown | -Unknown |
| CROSS COUNTRY | 10 | 7 - 70% | 0 - 0% | -Three athletes sent by their H. S. Coaches. Four came out after enrolling. | |
| TENNIS | 7 | 4 - 57% | 0 - 0% | -Three enrolled in the Fall advanced Tennis class. One called coach. | |
| TRACK | 12 | 8 - 67% | 0 - 0% | -One called coach. Three sent by H.S. coaches. Four came out after enrolling. | |
| VOLLEYBALL | 12 | 6 - 50% | 1 - 8% | -Two sent by coaches. Three came out after enrolling. One athlete contacted coach. | |
| TOTALS | 53 | 32 - 60% | 2 - 4% | | |

## 2) Out of District Participation

All of the college's athletic teams rely on out-of-district students for more than 10 percent of their athletes. Out-of-District student athletes have had a positive impact on the quality of our athletic program. The college has historically relied on out-of-district students for the vitality of both its academic and athletic programs. Glendale Community College has only three feeder high schools in our district. Given this environment, the Athletic Directors do their best to make sure all out-of-district athletes are recruited legally and within the guidelines of the COA.

**Appendix A**
**Copy of the college mission statement**

## MISSION STATEMENT

Glendale Community College is dedicated to the creation and preservation of an educational and cultural environment which meets the needs of a changing community. The College is committed to the philosophy that all individuals have inherent worth and dignity, and thus it offers a wide range of educational opportunities to all who can profit from community college instruction. Its programs are designed to awaken latent capacities and challenge recognized abilities in its diverse student population.

The College provides quality academic, vocational, cultural, basic skills education and remediation programs and services. These are designed to encourage the development of intellectual curiosity, creativity, critical thinking, effective communication, technical skills, and a basic understanding of the relationships between the past and the challenges of the present and future. The ultimate mission of the College is to help students form rewarding lives, productive for themselves and for society.

Statements of the mission of Glendale Community College are disseminated through many channels of publicity, including the following:

a. The College Catalog and Semester Schedule of Classes
b. The Faculty Manual
c. Counselors who visit area high schools
d. Advisory committees that meet to assist in planning for vocational offerings
e. Presentation of purposes at meetings of the Board of Education, civic groups, professional organizations, service clubs, chambers of commerce, and other appropriate groups
f. Activities of the Placement Officer include orientation of business and industrial personnel to the functions of the College
g. Discussion with students in group guidance classes and in individual counseling sessions about the functions and purposes of community college education
h. Presentations to the Glendale Community College Patrons Club
i. Special programs for community groups
j. Personnel involved in the direction of the Adult Re-entry program engage in an extensive college orientation program for student groups and for groups within the community.

(1990-91 GCC Catalog – p. 11)

## GLENDALE COMMUNITY COLLEGE
## Student Profile -- Credit Program

| | Fall – 1976 | Fall – 1981 | Fall – 1986 | Fall -1988 | Fall – 1989 |
|---|---|---|---|---|---|
| Total Enrollment | 8,145 | 11,758 | 11,881 | 13,141 | 13,697 |
| Female | 4023 (49.4%) | 6356 (54.1%) | 6728 (56.6%) | 7446 (56.7%) | 7722 (56.4%) |
| Male | 4122 (50.6%) | 5402 (45.9%) | 5153 (43.4%) | 5695 (43.3%) | 5975 (43.6%) |
| New Students | 3054 (37.5%) | 4257 (36.2%) | 3580 (30.1%) | 3895 (29.6%) | 4174 (30.4%) |
| Freshmen | 1400 (17.2%) | 1274 (10.8%) | 1413 (11.9%) | 1412 (10.7%) | 1403 (10.2%) |
| Ethnicity | | | | | |
| Caucasian | 80.6% | 64.2% | 57.9% | 56.0% | 55.1% |
| Hispanic | 9.8% | 16.0% | 19.7% | 22.0% | 21.8% |
| Asian | 4.1% | 9.8% | 12.1% | 12.6% | 12.6% |
| Filipino | * | 1.8% | 3.3% | 4.0% | 4.4% |
| Black | 0.5% | 1.4% | 2.1% | 1.7% | 1.9% |
| American Indian | 0.9% | 1.2% | 1.7% | 1.1% | 1.1% |
| Other | 4.9% | 5.7% | 3.3% | 2.5% | 3.2% |
| Median Age | 23 | 24 | 24 | 24 | 24 |
| Age Distribution | | | | | |
| 18 & down | 17.8% | 14.4% | 11.9% | 12.6% | 10.7% |
| - 19 - | 11.6% | 10.9% | 10.1% | 10.5% | 11.5% |
| - 20 - | 8.0% | 8.5% | 8.9% | 8.5% | 8.9% |
| 21 – 25 | 23.5% | 23.3% | 25.4% | 24.6% | 24.1% |
| 26 – 30 | 13.7% | 12.3% | 14.1% | 14.6% | 14.5% |
| 31 – 35 | 8.5% | 8.8% | 8.6% | 9.9% | 9.6% |
| 36 – 40 | 5.4% | 6.8% | 6.6% | 7.1% | 7.1% |
| 41 – 50 | 6.6% | 8.0% | 8.5% | 8.4% | 8.6% |
| 51 & up | 4.9% | 6.9% | 6.0% | 5.4% | 5.0% |

* 1976 data has been reconstructed from multiple sources; Freshmen is an estimate and Ethnicity reports did not include Filipino as the time.

IR/sls 02/90 Fall Final

# Appendix C
## Copy of the Student Educational Plan

GLENDALE COMMUNITY COLLEGE
STUDENT EDUCATION PLAN

REVISION # ___

Name _____
Last First M.I.
ID# ___-_____ SS# ___-__-_____

ENTRY DATE
AA/AS CATALOG YEAR _____
CSU BREADTH YEAR _____

VOCATIONAL OBJECTIVE
_____
_____

EDUCATIONAL OBJECTIVE & MAJOR
( ) Certificate _____
( ) AA/AS Degree _____
( ) BA/BS Degree _____
Transfer to: _____
( ) Other _____

INFORMATION CHECKLIST
( ) Planning Guide
( ) Graduation Requirements
( ) Major/Certificate Sheets
( ) Transfer Requirements

TEST SCORES
Able II Reading ____
Able III Reading ____
Math ____
CGP Reading ____
Writing ____
Math ____
SAT Verbal ____
Math ____
TOEFL Total Score: ____

ESL Grad/Rdg ____
List Cap ____
Math Placement
BA ____
IA ____
PC ____
AP _____
CLEP _____
OTHER _____
_____

REFERRALS
( ) Career Center ( ) EOPS
( ) Financial Aid ( ) Lrng Center
( ) Tutorial Ctr ( ) Veterans
( ) Trans Center ( ) Testing
( ) Cslg Center ( ) Re-Entry
( ) Disabled Student Center
( ) Learning Disabilities
( ) Math/Science Tutorial Center
( ) Job Placement ( ) Health Ctr
( ) College Orientation

COLLEGE PROGRAM

| FALL ___ | UNITS | FALL ___ | UNITS | FALL ___ | UNITS |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| SPRING ___ | UNITS | SPRING ___ | UNITS | SPRING ___ | UNITS |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| SUMMER ___ | UNITS | SUMMER ___ | UNITS | COMMENTS: _____ |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Student Signature _____ Counselor Signature _____ Date _____

2-88

**Appendix D**

**The following pages are copies of student transcripts by sport**

STUDENT PERMANENT RECORD

HIGH SCHOOL RECORD

School _____

Location _____

Graduated _____

Transcript sent to _____

Associate in Arts degree awarded _____

Major _____

Associate in Science degree awarded _____

Certificate _____

Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects

_____ Social Science _____ 40 Units

_____ Humanities _____ Partial Certification

_____ Total Certification

## GLENDALE COMMUNITY COLLEGE

Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 166 WT TRAIN WMN B | 1.00 | 1.00 | 3.00 |
| SEMESTER TOTALS | 1.00 | 1.00 | 3.00 |
| SUMMER 1989 | | SEM GPA | 3.00 |
| CUMULATIVE TOTALS | 1.00 | 1.00 | 3.00 |
| | | CUM GPA | 3.00 |
| ST DV 100 COLL ORIENT CR | | .50 | |
| ENGL 181 BASIC SPELL CR | | 1.00 | |
| ENGL 182 BASIC VOCAB NC | | 1.00 | |
| ENGL 190 BASIC READ C | | 2.00 | 4.00 |
| GUID 194 STUDY SKILLS NC | | 1.00 | |
| PHOTO 101 INTRO PHOTO W | | 2.00 | 12/11 |
| PE 160 ADV BASK VAR A | | 2.50 | 10.00 |
| PE 166 WT TRAIN WMN A | | 1.50 | 6.00 |
| PE 274 BEG VOLLEY A | | 1.50 | 6.00 |
| REC L 109 REC LEADER B | | 2.00 | 6.00 |
| SEMESTER TOTALS | 9.50 | 11.00 | 32.00 |
| FALL 1989 | | SEM GPA | 3.37 |
| CUMULATIVE TOTALS | 10.50 | 12.00 | 35.00 |
| | | CUM GPA | 3.33 |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| HLTH 101 FIRST AID B | 1.00 | | 3.00 |
| MATH 190 MATH ANXIETY CR | 1.00 | | |
| PE 120 INTRO TO PE A | 2.00 | | 8.00 |
| PE 150 BEG BASKETBL A | 1.50 | | 6.00 |
| PE 160 ADV BASK VAR A | 2.50 | | 10.00 |
| PE 166 WT TRAIN WMN A | 1.50 | | 6.00 |
| PE 273 ADV TR FLD W F | 2.50 | | |
| SEMESTER TOTALS | 11.00 | 9.50 | 33.00 |
| SPRING 1990 | | SEM GPA | 3.00 |
| CUMULATIVE TOTALS | 21.50 | 21.50 | 68.00 |
| | | CUM GPA | 3.16 |

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

FEDERAL LAW PROHIBITS ACCESS TO THIS RECORD BY ANY OTHER PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT.

GLENDALE COLLEGE IS ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Entitled to Honorable Dismissal as of this date

_____

I certify that the above information is Correct

_____

Dean of Admissions and Records
(Not an official transcript without signature and seal)

STUDENT PERMANENT RECORD

HIGH SCHOOL RECORD

School _____

Location _____

Graduated _____

Transcript sent to _____

Associate in Arts degree awarded _____

Major _____

Associate in Science degree awarded _____

Certificate _____

Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects
_____ Social Science _____ 40 Units
_____ Humanities _____ Partial Certification

_____ Total Certification

## GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 226 RUN AEROBICS A | 1.00 | 1.00 | 4.00 |
| SEMESTER TOTALS | 1.00 | 1.00 | 4.00 |
| SUMMER 1989 | | SEM GPA | 4.00 |
| CUMULATIVE TOTALS | 1.00 | 1.00 | 4.00 |
| | | CUM GPA | 4.00 |
| HLTH 101 FIRST AID A | | 1.00 | 4.00 |
| ENGL 101 FRESH ENGL B | | 3.00 | 9.00 |
| HLTH 104 HEALTH ED C | | 3.00 | 6.00 |
| MATH 100 COLLEGE ALG F | | 3.00 | |
| PE 173 CROSS CO VAR A | | 2.50 | 10.00 |
| PSYCH 101 GEN PSYCH C | | 3.00 | 6.00 |
| SEMESTER TOTALS | 15.50 | 12.50 | 35.00 |
| FALL 1989 | | SEM GPA | 2.26 |
| CUMULATIVE TOTALS | 16.50 | 13.50 | 39.00 |
| | | CUM GPA | 2.36 |
| HIST 110 U S HIST D | | 3.00 | 3.00 |
| PE 166 WT TRAIN WMN A | | 1.50 | 6.00 |
| PE 273 ADV TR FLD W A | | 2.50 | 10.00 |
| POL S 101 INTRO GOVT C | | 3.00 | 6.00 |
| SPCH 101 PUB SPEAK I B | | 3.00 | 9.00 |
| SEMESTER TOTALS | 13.00 | 13.00 | 34.00 |
| SPRING 1990 | | SEM GPA | 2.62 |
| CUMULATIVE TOTALS | 29.50 | 26.50 | 73.00 |
| | | CUM GPA | 2.47 |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 226 RUN AEROBICS A | 1.00 | 1.00 | 4.00 |
| SEMESTER TOTALS | 1.00 | 1.00 | 4.00 |
| SUMMER 1990 | | SEM GPA | 4.00 |
| CUMULATIVE TOTALS | 30.50 | 27.50 | 77.00 |
| | | CUM GPA | 2.52 |

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

FEDERAL LAW PROHIBITS ACCESS TO THIS RECORD BY ANY OTHER PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT.

GLENDALE COLLEGE IS ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES.

Entitled to Honorable Dismissal as of this date

_____

I certify that the above information is Correct

_____

Dean of Admissions and Records
(Not an official transcript without signature and seal)

STUDENT PERMANENT RECORD

HIGH SCHOOL RECORD

School _____

Location _____

Graduated _____

Transcript sent to (2) CSULA, CSUN 10/31/89

(3) 8/08/90 (1) 8/13/90 SET 6 90

Associate in Arts degree awarded _____

Major _____

Associate in Science degree awarded _____

Certificate _____

Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects

_____ Social Science _____ 40 Units

_____ Humanities _____ Partial Certification

_____ Total Certification

## GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

| Course — Number — Description | | | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|---|---|
| GUID 190 COLL ORIENT | | CR | .50 | | |
| SEMESTER TOTALS | | | 0.50 | | 0.00 |
| SUMMER 1988 | | | SEM GPA | | 0.00 |
| CUMULATIVE TOTALS | | | 0.50 | | 0.00 |
| | | | CUM GPA | | 0.00 |
| BIOL 122 INTRO BIOL | | C | 4.00 | | 8.00 |
| ENGL 120 ENGL COMP RD | | W | 3.00 | 09/28 | |
| HLTH 104 HEALTH ED | | C | 3.00 | | 6.00 |
| HIST 110 U S HIST | | W | 3.00 | 12/15 | |
| MATH 141 FUND ALG | | W | 4.00 | 09/28 | |
| PE 267 ADV TEN VAR | | A | 2.50 | | 10.00 |
| SEMESTER TOTALS | | | 9.50 | | 24.00 |
| FALL 1988 | | | SEM GPA | | 2.53 |
| CUMULATIVE TOTALS | | | 10.00 | | 24.00 |
| | | | CUM GPA | | 2.53 |
| PROGRESS PROBATION | | | | | |
| ENGL 120 ENGL COMP RD | | C | 3.00 | | 6.00 |
| CHLDV 135 PRE-SCH CHLD | | B | 3.00 | | 9.00 |
| MATH 141 FUND ALG | | C | 4.00 | | 8.00 |
| PE 267 ADV TEN ADV | | A | 2.50 | | 10.00 |
| SPCH 101 PUB SPEAK I | | B | 3.00 | | 9.00 |
| SEMESTER TOTALS | | | 15.50 | | 42.00 |
| SPRING 1989 | | | SEM GPA | | 2.71 |
| CUMULATIVE TOTALS | | | 25.00 | | 66.00 |
| | | | CUM GPA | | 2.64 |
| PROBATION REMOVED | | | | | |

| Course — Number — Description | | | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|---|---|
| POL S 101 INTRO GOVT | | W | 3.00 | 07/05 | |
| SEMESTER TOTALS | | | 0.00 | | 0.00 |
| SUMMER 1989 | | | SEM GPA | | 0.00 |
| CUMULATIVE TOTALS | | | 25.00 | | 66.00 |
| | | | CUM GPA | | 2.64 |
| ART 102 SURVEY ART 2 | | C | 3.00 | | 6.00 |
| ENGL 101 FRESH ENGL | | C | 3.00 | | 6.00 |
| GEOL 101 PHY GEOL | | W | 3.00 | 12/15 | |
| MATH 101 INT ALG | | C | 5.00 | | 10.00 |
| PE 267 ADV TEN VAR | | A | 2.50 | | 10.00 |
| HLTH 101 FIRST AID | | C | 1.00 | | 2.00 |
| SEMESTER TOTALS | | | 14.50 | | 34.00 |
| FALL 1989 | | | SEM GPA | | 2.34 |
| CUMULATIVE TOTALS | | | 39.50 | | 100.00 |
| | | | CUM GPA | | 2.53 |
| ANTHR 102 ANTHR-CULTUR | | B | 3.00 | | 9.00 |
| ENGL 102 FRESH ENGL | | D | 3.00 | | 3.00 |
| HIST 101 HIST W EUR | | W | 3.00 | 04/25 | |
| PHILO 101 INTRO PHILOS | | B | 3.00 | | 9.00 |
| PE 267 ADV TEN ADV | | A | 2.50 | | 10.00 |
| SOC 101 INTRO SOC | | B | 3.00 | | 9.00 |
| SEMESTER TOTALS | | | 14.50 | | 40.00 |
| SPRING 1990 | | | SEM GPA | | 2.76 |
| CUMULATIVE TOTALS | | | 54.00 | | 140.00 |
| | | | CUM GPA | | 2.59 |

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

FEDERAL LAW PROHIBITS ACCESS TO THIS RECORD BY ANY OTHER PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT.

GLENDALE COLLEGE IS ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES.

Entitled to Honorable Dismissal as of this date

_____

I certify that the above information is Correct

_____

Dean of Admissions and Records
(Not an official transcript without signature and seal)

50

61

62

Appendix D -- 3
Women's Tennis

STUDENT PERMANENT RECORD

HIGH SCHOOL RECORD

School _____
Location _____
Graduated _____

Transcript sent to _____

Associate in Arts degree awarded _____
Major _____
Associate in Science degree awarded _____
Certificate _____
Certificate of Completion awarded _____
Program _____
Certificate of Completion awarded _____
Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects
_____ Social Science _____ 40 Units
_____ Humanities _____ Partial Certification

_____ Total Certification

GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

ID#

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| GUID 190 PERS/AWARE CR | 3.00 | | |
| PE 226 RUN AEROBICS A | 1.00 | 1.00 | 4.00 |
| SEMESTER TOTALS | 1.00 | 4.00 | 4.00 |
| SUMMER 1989 | | SEM GPA | 4.00 |
| CUMULATIVE TOTALS | 1.00 | 4.00 | 4.00 |
| | | CUM GPA | 4.00 |
| BIOL 125 MARINE BIOL W | 3.00 | 11/15 | |
| ENGL 101 FRESH ENGL B | 3.00 | 9.00 | |
| HLTH 101 FIRST AID B | 1.00 | 3.00 | |
| HLTH 104 HEALTH ED C | 3.00 | 6.00 | |
| MATH 101 INT ALG C | 5.00 | 10.00 | |
| PE 173 CROSS CO VAR A | 2.50 | 10.00 | |
| SEMESTER TOTALS | 14.50 | 14.50 | 38.00 |
| FALL 1989 | | SEM GPA | 2.62 |
| CUMULATIVE TOTALS | 15.50 | 18.50 | 42.00 |
| | | CUM GPA | 2.71 |
| ENGL 102 FRESH ENGL C | 3.00 | 6.00 | |
| MATH 140 GEOM W | 3.00 | 05/02 | |
| PE 167 BOD MECH A | 1.50 | 6.00 | |
| PE 273 ADV TR FLD W A | 2.50 | 10.00 | |
| SOC 101 INTRO SOC C | 3.00 | 6.00 | |
| SEMESTER TOTALS | 10.00 | 28.00 | |
| SPRING 1990 | | SEM GPA | 2.80 |
| CUMULATIVE TOTALS | 25.50 | 28.50 | 70.00 |
| | | CUM GPA | 2.75 |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 226 RUN AEROBICS A | 1.00 | 1.00 | 4.00 |
| SEMESTER TOTALS | 1.00 | 1.00 | 4.00 |
| SUMMER 1990 | | SEM GPA | 4.00 |
| CUMULATIVE TOTALS | 26.50 | 29.50 | 74.00 |
| | | CUM GPA | 2.79 |

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

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I certify that the above information is Correct

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Dean of Admissions and Records
(Not an official transcript without signature and seal)

ID

STUDENT PERMANENT RECORD

HIGH SCHOOL RECORD

School _____

Location _____

Graduated _____

Transcript sent to _____

Associate in Arts degree awarded _____

Major _____

Associate in Science degree awarded _____

Certificate _____

Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects
_____ Social Science _____ 40 Units
_____ Humanities _____ Partial Certification

_____ Total Certification

## GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| BUSAD 101 INTRO TO BUS | C | 3.00 | 6.00 |
| HIST 110 U S HIST | B | 3.00 | 3.00 |
| FINAN 101 INTRO FINAN | W | 3.00 | 11/14 |
| SEMESTER TOTALS | 6.00 | 6.00 | 9.00 |
| FALL 1989 | | SEM GPA | 1.50 |
| CUMULATIVE TOTALS | 6.00 | 6.00 | 9.00 |
| | | CUM GPA | 1.50 |
| ACADEMIC PROBATION | | | |
| ACCTG 101 PRIN ACC I | W | 5.00 | 04/19 |
| MATH 141 FUND ALG | D | 4.00 | 4.00 |
| SEMESTER TOTALS | 4.00 | 4.00 | 4.00 |
| SPRING 1990 | | SEM GPA | 1.00 |
| CUMULATIVE TOTALS | 10.00 | 10.00 | 13.00 |
| | | CUM GPA | 1.30 |
| ACADEMIC PROBATION | | | |
| PE 261 BEG TENNIS | B | 1.00 | 3.00 |
| SPCH 101 PUB SPEAK I | C | 3.00 | 6.00 |
| SEMESTER TOTALS | 4.00 | 4.00 | 9.00 |
| SUMMER 1990 | | SEM GPA | 2.25 |
| CUMULATIVE TOTALS | 14.00 | 14.00 | 22.00 |
| | | CUM GPA | 1.57 |
| ACADEMIC PROBATION | | | |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 276 ADV VOLLEY | A | 1.50 | 6.00 |
| SEMESTER TOTALS | 1.50 | 1.50 | 6.00 |
| SUMMER 1990 | | SEM GPA | 4.00 |
| CUMULATIVE TOTALS | 15.50 | 15.50 | 28.00 |
| | | CUM GPA | 1.81 |
| PROBATION CONT' | | | |

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CREX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

FEDERAL LAW PROHIBITS ACCESS TO THIS RECORD BY ANY OTHER PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT.

GLENDALE COLLEGE IS ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Entitled to Honorable Dismissal as of this date

_____

I certify that the above information is Correct

_____

Dean of Admissions and Records
(Not an official transcript without signature and seal)

STUDENT PERMANENT RECORD

HIGH SCHOOL RECORD

School _____

Location _____

Graduated _____

Transcript sent to (1) Pickup 4/27/90

Associate in Arts degree awarded _____

Major _____

Associate in Science degree awarded _____

Certificate _____

Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects
_____ Social Science _____ 40 Units
_____ Humanities _____ Partial Certification

_____ Total Certification

**GLENDALE COMMUNITY COLLEGE**
Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| HIST 135 VIETNAM WAR W | 3.00 | 10/14 | |
| PE 147 INT BASEBALL W | 2.50 | 10/14 | |
| SEMESTER TOTALS 0.00 | 0.00 | 0.00 | |
| FALL 1988 | SEM GPA | 0.00 | |
| CUMULATIVE TOTALS 0.00 | 0.00 | 0.00 | |
| | CUM GPA | 0.00 | |
| PE 147 INT BASEBALL A | 2.50 | 10.00 | |
| PL 167 BOD MECH A | 1.50 | 6.00 | |
| PE 294 STRESS REDUC B | 1.50 | 4.50 | |
| HLTH 104 HEALTH ED C | 3.00 | 6.00 | |
| SEMESTER TOTALS 8.50 | 8.50 | 26.50 | |
| FALL 1989 | SEM GPA | 3.12 | |
| CUMULATIVE TOTALS 8.50 | 8.50 | 26.50 | |
| | CUM GPA | 3.12 | |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| HLTH 101 FIRST AID B | 1.00 | | 3.00 |
| AL ST 101 OVERVIEW-ALC W | 3.00 | | 04/05 |
| MATH 151 BAS ARITH NC | 2.00 | | |
| PE 120 INTRO TO PE W | 2.00 | | 05/10 |
| PE 148 ADV BASEBALL B | 2.50 | | 7.50 |
| PE 167 BOD MECH B | 1.00 | | 3.00 |
| PE 202 BEG GOLFING B | 1.00 | | 3.00 |
| POL S 105 AMER POL IDL I | 2.00 | | |
| SEMESTER TOTALS 5.50 | 5.50 | | 16.50 |
| SPRING 1990 | SEM GPA | | 3.00 |
| CUMULATIVE TOTALS 14.00 | 14.00 | | 43.00 |
| | CUM GPA | | 3.07 |

PROGRESS PROBATION

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

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Entitled to Honorable Dismissal as of this date

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Dean of Admissions and Records
(Not an official transcript without signature and seal)

STUDENT PERMANENT RECORD

HIGH SCHOOL RECORD

School _____

Location _____

Graduated _____

Transcript sent to _____

Associate in Arts degree awarded _____

Major _____

Associate in Science degree awarded _____

Certificate _____

Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

___ Natural Science ___ Basic Subjects
___ Social Science ___ 40 Units
___ Humanities ___ Partial Certification

___ Total Certification

GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 150 BEG BASK A | 1.50 | | 6.00 |
| PE 154 INT BASKETBL A | 1.50 | | 6.00 |
| SEMESTER TOTALS | 3.00 | 3.00 | 12.00 |
| SUMMER 1989 | | SEM GPA | 4.00 |
| CUMULATIVE TOTALS | 3.00 | 3.00 | 12.00 |
| | | CUM GPA | 4.00 |
| BUSAD 101 INTRO TO BUS B | 3.00 | | 9.00 |
| ENGL 120 ENGL COMP RD C | 3.00 | | 6.00 |
| HLTH 104 HEALTH ED C | 3.00 | | 6.00 |
| PE 157 ADV BASK VAR A | 2.50 | | 10.00 |
| PSYCH 104 SOCIAL PSYCH C | 3.00 | | 6.00 |
| PE 150 BEG BASKETBL A | 1.00 | | 4.00 |
| SEMESTER TOTALS | 15.50 | 15.50 | 41.00 |
| FALL 1989 | | SEM GPA | 2.65 |
| CUMULATIVE TOTALS | 18.50 | 18.50 | 53.00 |
| | | CUM GPA | 2.86 |
| CS/IS 101 INTRO COMPUT B | 5.00 | | 15.00 |
| ECON 105 AMER ECON F | 3.00 | | |
| ETH S 132 BLACK EXPER A * | 3.00 | | 12.00 |
| ENGL 101 FRESH ENGL B | 3.00 | | 9.00 |
| PE 154 INT BASKETBL A | 2.50 | | 10.00 |
| SEMESTER TOTALS | 16.50 | 13.50 | 46.00 |
| SPRING 1990 | | SEM GPA | 2.79 |
| CUMULATIVE TOTALS | 35.00 | 32.00 | 99.00 |
| | | CUM GPA | 2.83 |

*Instructor grade change

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

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Associate in Science degree awarded _____

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Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects
_____ Social Science _____ 40 Units
_____ Humanities _____ Partial Certification

_____ Total Certification

## GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 226 RUN AEROBICS A | 1.00 | | 4.00 |
| HLTH 101 FIRST AID A | 1.00 | | 4.00 |
| SEMESTER TOTALS | 2.00 | | 8.00 |
| SUMMER 1989 | | SEM GPA | 4.00 |
| CUMULATIVE TOTALS | 2.00 | | 8.00 |
| | | CUM GPA | 4.00 |
| CS/IS 110 BASIC PRG I A | 3.00 | | 12.00 |
| ENGR 101 ENGR DRAWING A | 3.00 | | 12.00 |
| ENGL 101 FRESH ENGL C | 3.00 | | 6.00 |
| MATH 101 INT ALG A | 5.00 | | 20.00 |
| PE 172 CROSS CO VAR A | 2.50 | | 10.00 |
| SEMESTER TOTALS | 16.50 | | 60.00 |
| FALL 1989 DEAN'S HONORS | | SEM GPA | 3.64 |
| CUMULATIVE TOTALS | 18.50 | | 68.00 |
| | | CUM GPA | 3.68 |
| MATH 110 PRE CALC B | 5.00 | | 15.00 |
| PE 272 ADV TR-FL VR A | 2.50 | | 10.00 |
| PHY 105 GEN PHYSICS C | 4.00 | | 8.00 |
| POL S 101 INTRO GOVT C | 3.00 | | 6.00 |
| T ART 101 INTRO THEAT A | 3.00 | | 12.00 |
| SEMESTER TOTALS | 17.50 | | 51.00 |
| SPRING 1990 | | SEM GPA | 2.91 |
| CUMULATIVE TOTALS | 36.00 | | 119.00 |
| | | CUM GPA | 3.31 |
| ALPHA GAMMA SIGMA HONOR SOCIETY | | | |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 226 RUN AEROBICS A | 1.00 | | 4.00 |
| PE 270 INT TRK FLD A | 1.00 | | 4.00 |
| HLTH 104 HEALTH ED C | 3.00 | | 6.00 |
| SEMESTER TOTALS | 5.00 | | 14.00 |
| SUMMER 1990 | | SEM GPA | 2.80 |
| CUMULATIVE TOTALS | 41.00 | | 133.00 |
| | | CUM GPA | 3.24 |

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

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Major _____

Associate in Science degree awarded _____

Certificate _____

Certificate of Completion awarded _____

Program _____

Certificate of Completion awarded _____

Program _____

MEMORANDA

California State University and Colleges Breadth Requirements

Groups that have had requirements met in full have been checked below

___ Natural Science ___ Basic Subjects
___ Social Science ___ 40 Units
___ Humanities ___ Partial Certification

___ Total Certification

# GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| PE 194 DYNA STRETCH | B | 1.00 | 3.00 |
| PE 197 INT FTBALL-M | A | 1.00 | 4.00 |
| PE 167 BODY MECH-M | A | 1.00 | 4.00 |
| SEMESTER TOTALS | 3.00 | 3.00 | 11.00 |
| SUMMER 1989 | | SEM GPA | 3.67 |
| CUMULATIVE TOTALS | 3.00 | 3.00 | 11.00 |
| | | CUM GPA | 3.67 |
| ENGL 190 BASIC READ | W | 2.00 | 09/29 |
| ENGL 192 ADV READING | B | 2.00 | 6.00 |
| HLTH 104 HEALTH ED | B | 3.00 | 9.00 |
| HIST 135 VIETNAM WAR | C | 3.00 | 6.00 |
| MATH 145 ELE ALG I | A | 2.00 | 8.00 |
| MUSIC 128 MUSIC AMER. | B | 3.00 | 9.00 |
| PE 195 FTBL THEOR | A | 2.50 | 10.00 |
| PE 198 ADV FTBL VAR | A | 2.50 | 10.00 |
| SEMESTER TOTALS | 18.00 | 18.00 | 58.00 |
| FALL 1989 | | SEM GPA | 3.22 |
| CUMULATIVE TOTALS | 21.00 | 21.00 | 69.00 |
| | | CUM GPA | 3.29 |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| BUSAD 120 BUS LAW I | B | 3.00 | 9.00 |
| ENGL 101 FRESH ENGL | C | 3.00 | 6.00 |
| GEOG 101 PHYS GEOG | C | 3.00 | 6.00 |
| HLTH 101 FIRST AID | C | 1.00 | 2.00 |
| MATH 146 ELE ALG II | B | 2.00 | 6.00 |
| PE 167 BOD MECH | W | 1.50 | 02/28 |
| PE 197 INT FTBL | A | 2.00 | 8.00 |
| SEMESTER TOTALS | 14.00 | 14.00 | 37.00 |
| SPRING 1990 | | SEM GPA | 2.64 |
| CUMULATIVE TOTALS | 35.00 | 35.00 | 106.00 |
| | | CUM GPA | 3.03 |
| HIST 110 U S HIST | C | 3.00 | 6.00 |
| PE 197 INT FTBALL-M | A | 1.00 | 4.00 |
| SPCH 101 PUB SPEAK I | B | 3.00 | 9.00 |
| PE 167 BODY MECH-M | A | 1.00 | 4.00 |
| SEMESTER TOTALS | 8.00 | 8.00 | 23.00 |
| SUMMER 1990 | | SEM GPA | 2.88 |
| CUMULATIVE TOTALS | 43.00 | 43.00 | 129.00 |
| | | CUM GPA | 3.00 |

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| . | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

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Groups that have had requirements met in full have been checked below

_____ Natural Science _____ Basic Subjects
_____ Social Science _____ 40 Units
_____ Humanities _____ Partial Certification

_____ Total Certification

## GLENDALE COMMUNITY COLLEGE
Glendale, California 91208

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|
| ECT 112 MICRO REPAIR B | 4.00 | 4.00 | 12.00 |
| SEMESTER TOTALS 4.00 | | 4.00 | 12.00 |
| SUMMER 1989 | | SEM GPA | 3.00 |
| CUMULATIVE TOTALS 4.00 | | 4.00 | 12.00 |
| | | CUM GPA | 3.00 |
| CS/IS 110 BASIC PRG I D | 3.00 | | 3.00 |
| ECT 103 LOGIC/SWITCH B | 4.00 | | 12.00 |
| SEMESTER TOTALS 7.00 | 7.00 | | 15.00 |
| FALL 1989 | SEM GPA | | 2.14 |
| CUMULATIVE TOTALS 11.00 | 11.00 | | 27.00 |
| | CUM GPA | | 2.45 |
| ECT 100 ECT MATH C | 3.00 | | 6.00 |
| ECT 104 INTRO MICRO A | 4.00 | | 16.00 |
| ECT 110 BAS INT THRY D | 3.00 | | 3.00 |
| ECT 113 HIGH REL TCH A | 4.00 | | 16.00 |
| SEMESTER TOTALS 14.00 | 14.00 | | 41.00 |
| SPRING 1990 | SEM GPA | | 2.93 |
| CUMULATIVE TOTALS 25.00 | 25.00 | | 68.00 |
| | CUM GPA | | 2.72 |

| Course — Number — Description | Units Attempted | Units Completed | Grade Points |
|---|---|---|---|

EXPLANATION OF GRADES

| | | Grade Point Per Unit |
|---|---|---|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Satisfactory | 2 |
| D | Less Than Satisfactory | 1 |
| F | Failing | 0 |
| CR | Credit | 0 |
| NC | No Credit | 0 |
| CR/EX | Credit by Exam | 0 |
| I | Incomplete | 0 |
| W | Withdrawn | 0 |
| IP | In Progress | 0 |
| RD | Report Delayed | 0 |

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57

75

Appendix D -- 10
Men's Soccer

ERIC Clearinghouse for Junior Colleges
NOV 02 1990